DOCUMENT RESUME

ED 116 096 95 CG 010 265

TITLE Abstracts of Midwest Center/Satellites Final Program Reports.

INSTITUTION Midwest Center/Consortium for Planned Change in Pupil Personnel Programs for Urban Schools, Bloomington, Ind.

SPONS AGENCY Office of Education (DHEW), Washington, D.C.

NOTE 16p.; For related documents, see CG 010 264-270

AVAILABLE FROM DeWayne J. Kurpius, H. L. Smith Center for Research in Education, Indiana University, 2805 East 10th Street, Bloomington, Indiana 47401

EDRS PRICE MF-$0.76 HC-$1.58 Plus Postage

DESCRIPTORS Abstracts; *Change Strategies; *Community Involvement; Cooperative Planning; Counselor Qualifications; Disadvantaged Youth; *Educational Change; *Pupil Personnel Services; Secondary Education; Systems Development; *Urban Education

IDENTIFIERS *Education Professions Development Act; EPDA

ABSTRACT

This document is a collection of six abstracts representing a summary of the activities of a three-year project supported by the Education Professions Development Act. Addresses are included for copies of specific full reports. Satellite projects were implemented, based in Chicago, Indiana, Louisville (Ky.), Ohio, Urbana (Ill.), and the Midwest Center (Indiana). Each abstract describes a specific project to improve the quality of pupil personnel services for inner city high schools; to increase communication between school personnel and the university education staff; and to develop, integrate and sustain systems whereby school personnel, university staff and community sources would plan together and be involved in the improvement of the inner city schools. (NG)

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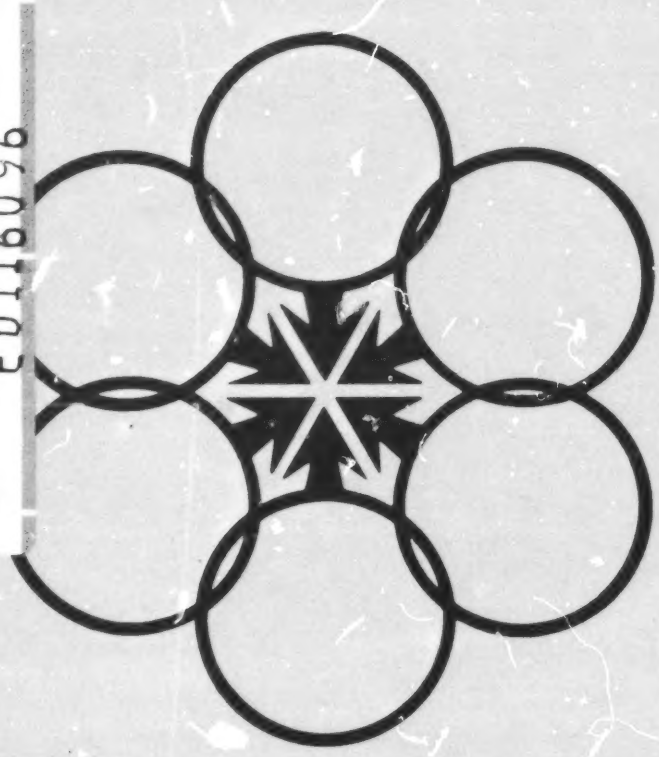

Abstracts of Midwest Center / Satellites Final Program Reports

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A CONSORTIUM
FOR PLANNED CHANGE
IN PUPIL PERSONNEL PROGRAMS
FOR URBAN SCHOOLS

INDIANA UNIVERSITY

This document is a collection of six abstracts, representing a summary of the activities of a three-year project supported by the Educational Personnel Development Act. Each of the five Satellites and the Midwest Center has produced a full report which is available upon request. The contact address appears at the end of each abstract.

Abstracts appear in the following order:

1. Chicago Satellite (University of Illinois at Chicago Circle and Chicago Public Schools)
2. Indiana Satellite (Indiana University and Indianapolis Public Schools)
3. Louisville Satellite (Louisville Public Schools and University of Louisville)
4. Ohio Satellite (The Ohio State University and Columbus Public Schools)
5. Urbana Satellite (The Jane Addams School of Social Work, University of Illinois at Urbana and eight selected school districts)
6. Midwest Center (Indiana University)

ABSTRACT

Chicago Satellite Final Program Report

The Chicago Satellite, as a member of the EPDA Midwest Center Consortium, sought to create the EPDA's "New Professional" by retraining in-service teachers and school staff. The University of Illinois at Chicago Circle's College of Education and the Department of Educational Psychology at the Urbana campus are working in conjunction with Chicago School District #9 and the Midwest Center at Indiana University to develop and test a model aimed at improving the educational atmosphere of a large high school.

The model grew in response to several painful observations. Crane High School, like many inner-city high schools, had been experiencing increasingly higher absentee and dropout rates, precipitated by blatant disinterest in school. An aura of helplessness and hopelessness pervaded the atmosphere. While school populations are changing culturally, racially, and attitudinally, the college programs designed to train teachers, counselors, and administrators have not met the challenges implicit in change. At each training level, then, a serious "interdependence lag" is evident. As a result, teachers, whether novice or experienced, are not equipped to deal with the value conflicts implicit in the human, social, and instructional problems of the inner city.

One of the reasons is obvious; practicing teachers, as they attempt to cope with the everyday problems of the realistic classroom, are cut off from current educational theory and research generated for their benefit. Moreover, universities with teacher training programs tend not to be drawn into the painful process of reality testing and on-site applications. Indeed, the central problem observed by project administrators seemed to be the traditional lack of integration of educational resources—resources which ideally include parents and community leaders.

Thus, this collaborative project was conceived. It was imperative that the universities, the school district, and the community get together to find new ways of cooperative planning which would produce classrooms and curricula that would meet the needs of their students. To devise and test such planning in one specific school appeared to be the answer, at least as an initial thrust. The resultant model employed attempts to train a new professional who is able to serve the student client as well as the system client. The major objectives, then, were aimed at changing the profession, the institution, and the product through—

1. Development of new degree programs at the university level
2. Development of experimental pilot courses which could identify and teach newly needed skills
3. Development of courses related to the practical problems of inner-city schools

A second set of objectives, aimed at specific system changes, was developed to facilitate the original objectives.

1. Organizational development—new forms of university, school, and community cooperative planning
2. Staff development—new human resources specialists skilled in areas generally considered the responsibility of Pupil Personnel Services workers
3. Program development—a Diagnostic and Skills Development Center (DISC) to be utilized as a training ground for improving Student Personnel Services, teaching techniques, and classroom management

The DISC Center served as a "hub" of activity for the application and testing of revised teacher objectives and updated methods and materials. Those teachers selected to act as Skills Center (Hi Impact) teachers completed summer training workshops at the University of Illinois Urbana campus

where they concentrated on writing objectives, devising curricula, and practicing instructional patterns designed to improve their cognitive and affective skills. Sixty freshman students, randomly selected, made up the Hi Impact student group, and another sixty comprised the control group, back at Crane High School.

Tests, observations, and questionnaires administered at two periods (September 1973 and March 1974) generated data which revealed several growth trends: Hi Impact students showed significant gains in three of the five personality measures as compared to control students. They showed less decline in reading and math scores and showed fewer class cuts and absences than did control students. Hi Impact teachers were observed and rated significantly higher by their students on all measures of "affective" performance than were control teachers. Hi Impact teachers also reported that their own skill and awareness levels were significantly raised by their experiences.

The staff development goals were implemented through on-site staff coursework focusing on innovations, pupil personnel strategies, and strategies for improving pupil performance. Organizational development was judged successful in that the Skills Center warranted continuation, new coursework had been institutionalized, and these achievements were, in fact, a result of cooperative planning among the universities, local schools, and the Project staff. Most agreed that the greatest failing lay in the Project's inability to sufficiently involve the community.

Both the Urbana and the Chicago staffs believed that this type of project, with its demonstration that a start can be made to solve inner-city school problems, should be encouraged and supported throughout the nation's cities. The Urbana staff particularly urged that such projects be carried out for longer periods of time (five to eight years) and at 10,000 schools simultaneously in order to attempt a massive effort through massive commitment.

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ABSTRACT

Indiana Satellite Final Program Report

Recognizing the need for improved, more flexible, more reality-based training for pupil personnel workers, the Division of Foundations and Human Behavior, Indiana University, in conjunction with the Department of Counseling and Guidance, formed a relationship with the Indianapolis Public Schools in order to seek out methods of improving PPS training. The product of this relationship came to be known as the Indiana University-Indianapolis Public Schools (IU-IPS) PPS Training Satellite, funded through the EPDA under the auspices of the Midwest Center Consortium.

Customarily, inner-city schools are staffed with individuals untrained in and insensitive to the cultural and social dimensions of the low income, minority group communities they purport to serve. Parents and children of those communities seldom participate in educational policy preparation or program decision making. Universities that train the educational staffs rarely address consumer population needs once their curricula are developed and implemented. A major goal of this Satellite Project was to bring together university staff, parents, and teachers for the purpose of collaborative planning and programming.

Within the framework of the overriding intentions of the Midwest Center, the IU-IPS Satellite cast the following goals:

1. To create models for the identification, development, implementation, and evaluation of new professional competencies in the area of pupil personnel services
2. To identify professional competencies which are relevant to the reality of Indianapolis Public Schools and its community (specifically target schools and their communities)
3. To construct and test procedures for training these competencies
4. To provide mid-career development training in these competencies to appropriate IPS Pupil Personnel Services Staff
5. To train pre-entry Pupil Personnel Services professionals in these competencies
6. To provide target schools/communities with the services of the new professional
7. To provide input into existing Pupil Personnel Services training programs at Indiana University which will help the trainers in these programs make decisions concerning program directions at the departmental and division level
8. To evaluate the extent to which each of the above objectives is met, and to make appropriate formative evaluations
9. To communicate to other professionals the project findings concerning new ideas, models, and training procedures

The Satellite operations formally extended over three project years. During the first year the goals of the target communities, schools, and university were defined and synthesized. Needs of the schools and communities began to be assessed (and continued to be throughout the project). From the needs assessment came the development of training modules for university students, community persons, and school staff members. These efforts dominated the activities of the second year. In the final project year the training programs continued, but greater emphasis was placed upon institutionalizing desirable changes at school, university, and state educational levels. Dissemination of project findings and evaluations then began.

Key features of the Satellite project were: (1) *collaboration and planned systems change*—the dominant overall theme—involved bringing into a collaborative relationship representatives of the community served by target schools, school staff members, state-level public school personnel, and university faculty to determine mutual goals; assessing needs of the children and parents as recipients of educational processes and of the school personnel who mediate the educational process; and implementing mutually determined training programs. (2) *Learning by doing*—the dominant training

theme—was best evidenced in the Mutual Development Labs which were formed around numerous training themes and in which participants practiced skill development, often exchanging roles as trainers and trainees. The MDLs were held at the work sites to enable systematic follow-through of applications and careful evaluation. (3) *Competency-based learning*—the principal educational approach—was installed in the university counselor training program as well as in the in-service training activities for school personnel. Competency-based education not only demanded rigorous attention to skill development (versus credentialing), but facilitated evaluation for project accountability. (4) *Incorporating an inner-city counseling program* with an attending course of study—the dominant institutional goal—was achieved and has been maintained. This feature of the project is a clear indicator of an ultimate goal of the entire effort: to institutionalize for continuity and perpetuation the array of project intentions and innovations.

The most evident successes of the project were: (1) the identification, assessment, and evaluation of desired competencies in the area of pupil personnel services; (2) the development and implementation of a competency-based counselor training program; (3) the delivery of in-service training programs for school operations; (4) the installation of motivating environments—token economies—in classrooms to promote learning and reduce disciplinary problems; (5) the development and institutionalization of a university program for inner-city counseling and extension of services to minority group students within the university; and (6) the application of a needs-based model of intervention for continuous formative evaluation and project accountability.

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ABSTRACT

Louisville Satellite Final Program Report

The Louisville Public School System was suffering all the pains and agonies being experienced by inner-city schools throughout the nation. Middle-class white flight to suburbia had increased the number of Black students to 50 per cent. Discipline had eroded to the point where teachers clamored for protection. There was less than a 40 per cent chance that a youth entering an inner-city junior high school would complete high school. One report listed Louisville as being second only to Philadelphia in dropouts. The exceedingly low academic achievement level had continued to drop lower each year of the preceding decade.

Even though the University of Louisville School of Education is located within the boundaries of the Louisville School District, an invisible ivy-covered wall seemed to insulate the College from the agonizing problems that plagued the surrounding school system.

The possibility of obtaining a grant for Pupil Personnel Services through EPDA challenged the university and the Louisville Public Schools to design a program for the training of a "new professional" to help alleviate problems of inner-city students. From the beginning, it was agreed that this project was to be a reciprocal learning experience. Staff from the university's Counselor Education Unit were to train pupil personnel workers in techniques for dealing with inner-city children. But of equal or even greater importance was the opportunity for rank and file pupil personnel workers to expose the university professors to the real world of inner-city schools. Such an interaction, hopefully, would bring about both institutional and personal change . . . change which would help reverse the rapid deterioration of inner-city schools.

Eight goals were agreed upon:

1. To increase the effectiveness of the pupil personnel staff by providing an opportunity for personal human growth and development through group interaction experiences
2. To develop an effective model for the operation of a Pupil Personnel Team in individual schools
3. To increase the effectiveness of all student personnel services to staff members through the utilization of group processes
4. To redefine the role of counselors, whereby they become consultants to teachers as well as counselors to students
5. To develop a model for the resolution of staff and administrative problems by the use of Conflict Management Labs
6. To achieve a multiplier effect of the project by training the administrative staff of the Student Personnel Services Department to become trainers of personnel workers in the school system not directly associated with the project
7. To develop at the University of Louisville a pre-service training program which focuses on the areas of group dynamics and the consulting role
8. To provide opportunities for the Counselor Education staff at the university to discover methods of counseling with inner-city students by serving as both trainee and trainer in the project schools

Because of significant input from parents and the continual evaluation that went on, two further high priority goals developed:

9. To improve the competence of pupil personnel workers by helping them understand the culture, value system, and community standards of the clients being served
10. To improve the skills of pupil personnel workers in consulting with parents

The project was co-directed by the head of the Counselor Education Unit of the university and the director of the Division of Guidance Services of the school district. Fourteen inner-city schools, identified as not meeting the needs of the vast majority of their students, were selected as target schools. All pupil personnel workers—counselors, social workers, visiting teachers, nurses, counselor aides, and police-school liaison officers—were invited to participate in the project. What turned out to be one of the most constructive components of the project was the Advisory Council. The council included five parents, a school nurse, a paraprofessional counselor aide, the assistant dean of the School of Education, and later, the director of the Division of Guidance Services of the State Department of Education. The participation of the parents on the council in virtually all phases of the project provided invaluable insights into the reasons why pupil personnel workers, failing to understand the culture of those they would help, so frequently were ineffective in their work.

The academic structure of the project remained basically the same throughout the three years. All participants were enrolled at the university each semester in a course specially designed for the project. (Undergraduates, A.B. degree persons, and post-master's degree persons were sometimes enrolled for college credit in the same courses.) The instructional program contained three components: (1) two-hour formal class instruction each week, (2) small group meetings in the schools to critique the effectiveness of new techniques, and (3) individual practicum in the schools with a university staff member alternating as supervisor and participant. Through this direct, on-site participation, the university staff came to understand, first-hand, the problems of the inner-city school.

The social interaction between persons of widely varying socio-economic, educational, and cultural backgrounds contributed much to the learning experiences. A wide variety of workshops, ranging in length from one day to three weeks, were conducted during the three years. Among the more important were workshops focusing on:

"Interpersonal Relations"
"Upgrading Group Counselor Skills"
"Conflict Management"
"Summer Planning Retreat – Developing a Plan for Action"
"Orientation of Principals to Change Concepts"
"Evaluation Retreat—Process and Product"
"Parent Effectiveness Training"
"Paraprofessional (COP) Training—Preparing Paraprofessionals to Work on Change Teams"

As a result of the many exciting events and processes which occurred during the three years, many changes came about. Perhaps one of the most important accomplishments was the warm, trusting relationship which was generated between the university and the public school system. Each now feels free to call upon the other for assistance when needed.

Among the accomplishments seen at the project schools were:

1. Growth of the staff members in interpersonal relations so that they became warmer, more understanding and more empathic to individuals served
2. An increased awareness of the culture of the clients being served
3. The development of the Pupil Personnel Team approach to the solution of student problems
4. A redefinition of the traditional role of counselor to create a "new professional." New counselor functions include: (1) consultation with teachers; (2) group counseling with children; (3) group counseling with parents; and (4) participation on a PPS team. (A de-emphasis on routine administrative duties served to free counselors for their now expanded functions.)

5. A demonstration of effectiveness by reversing the upward trend in dropout rates.

Changes at the College of Education level included:

1. Increase in minority group staff members.
2. Changes in teaching methods which now include Multi-Level Teaching, Team Teaching, "On-Site" Teaching, and interdepartmental team teaching.
3. Creation of three new courses specifically for the training of the "new professional," and extensive revision of all established courses through the development of a transportable model for university curriculum renewal—involving needs assessment, experimental presentation with feedback, and final modification.
4. Establishment of two new degree programs: (a) a post-master's Educational Specialist degree for counselors moving up the educational ladder to achieve competency for the "new professional." (b) A.B. degree in Guidance and Counseling; this latter degree may eventually prove to have revolutionary effect on counselor education in America. It would provide for an entry level in the schools with an A.B. major in Guidance and Counseling (instead of an entry level with an M.A. tacked on as an appendage to the regular teacher's certification). Thus a professional career ladder would be created: baccalaureate, master's, and specialist degrees. State Department officials and school supervisory personnel have been impressed with the effectiveness of these undergraduate students being used experimentally in the project. In fact, the state guidance committee has made a recommendation to the State Superintendent of Public Instruction that provision be made for certifying A.B. degree persons with majors in Guidance and Counseling and satisfying certain requirements of the Certification Board. Until such time that this comes about, these graduates are finding jobs in public agencies such as State Employment Offices and mental health clinics.

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ABSTRACT

Ohio Satellite Final Program Report

The Ohio Satellite began with the purpose of infu ing the public schools with an awareness of the need for, and the structuring of, a fully-functioning guidance program. This notion was first presented in a proposal dealing with principal-counselor teams. With the advent of the EPDA Center-Satellite idea, the Ohio Satellite broadened the first concept. Retained was the notion of guidance as a total institutional function in schools with teaming as a viable change and problem solving process. The latter concept was further defined, however, and became a model for collaborative decision making.

A third concept was added to this original and now expanded intent. A package was developed for the recruitment and preparation of students, particularly minority group members, as "new professionals" to work in Black urban settings. If schools do, in fact, begin to operationalize guidance as a total function, a new breed of counselors is needed. Such a counselor would be capable of initiating and sustaining commitment and action consistent with the actions required by the total educational community. Clearly, certain modifications of the traditional counselor education program were necessary to the creation of this "new professional."

In working toward this goal, the Ohio Satellite operated in three directions:

1. Seeking to improve and update the counselor education program at Ohio State University
2. Operationalizing a collaborative decision-making model in relation to a fully functioning guidance program
3. Developing a process for assisting the faculties of target schools in using the "teaming" model within daily operations

Counselor education development took many forms. First, a formal program was needed. It included the basic core program of the traditional guidance counselor and added four courses which were felt to be necessary for the development of a new pupil personnel specialist. All Ohio Satellite counselor trainees enrolled in a continuous field experience. Here each candidate gained an opportunity to test theory and adjust to the practical strengths and weaknesses inherent in applying that theory. Many of these experiences were designed to increase awareness and skills in the areas of counseling Black youth, using the collaborative decision model and utilizing all resources in a community for program development and implementation.

The Satellite staff, in addition, took the lead in designing a strategy to gain acceptance of a Parallel Experience Program (PEP) for graduate studies. The goal was to establish a policy whereby valuable work experiences and informal education could be used in lieu of a traditional baccalaureate degree for admission to the PPS master's degree program. Although endorsed by the Satellite, the proposal did not gain enough general support to be adopted by the university as a standardized policy.

The second direction, operationalizing collaborative decision making, took the form of a modeling process. An effort was made by the Satellite Advisory Committee to serve as collaborative decision-making guides. Ideas and concepts in the collaborative model were tested in a flexible fashion. After the initial problems associated with entry by the Ohio Satellite staff into the host school system, rapid and profound movement occurred. Team leaders were identified and trained; needs assessments were conducted; workshops were held with university, State Department of Education, and community personnel as facilitators; and problem solving teams were activited.

The Satellite co-directors worked closely with the faculties of target schools in the development and initiation of the collaborative model, and principals were encouraged to become active leaders

in the actions. Continuous intervention by the PPS Program took place for two and one-half years with a deliberate breaking off of direct support in the last half of the third year in order to determine if a self-sustaining process had been accomplished. This design for assisting public school faculties toward acceptance of the collaborative decision model was the Satellite's most successful effort.

Most Obvious Successes

The Ohio Satellite *did establish a demonstration site* for testing and operationalizing guidance as an institutional function in a public school setting. Teachers, administrators, students and community all participated in assisting in the growth and development of one another as human beings with a stake in the quality of education in the schools. This demonstration site also positively exhibits the use of a collaborative decision model as a basis for planned change and problem solving.

The Ohio Satellite staff *developed a field experience program* which gained the acceptance of those responsible for the Counselor Education Program at Ohio State University. Two of the four courses developed specifically for Satellite counselor trainees have been proposed as regular course offerings by the College of Education. Finally, the College of Education as a whole has reached a decision to begin to support urban education as an area of study within its offerings.

The Ohio Satellite has indeed produced a set of counselors who are: (a) capable of initiating and sustaining a commitment to guidance as an institutional function; and (b) able to use the teaming or collaborative decision-making model for problem solving.

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ABSTRACT

Urbana Satellite Final Program Report

The primary goal of the School-Community-Pupil (SCP) Project at the Jane Addams School of Social Work at the University of Illinois, Urbana was to train a new kind of professional school social worker who would work to improve the way school systems respond to children, particularly minority children. The two year master's degree program was one of five EPDA Pupil Personnel projects administered by the Midwest Center at Indiana University and funded by the Office of Education.

Graduate students for the SCP Program were selected because they wanted to work in a school setting, were willing to use strategies for change in a leadership role, and were interested in learning a variety of methods of intervention. Students spent a year taking academic courses ("Social Work and Public School Education," "Intervention Strategies for Institutional Change," "Research Seminar") before they began their field experience. In addition, a practice seminar was held at the field site to help coordinate coursework and field experience. The project director made the initial contact with school district administrators and negotiated the terms of the placement for each intern. Faculty members from the Jane Addams School supervised the field work and taught the seminar, maintaining an important connection with the school district to which interns were assigned.

The SCP Project was based on the hope that with training and directed practice, the interns could be of help to the school districts in which they worked at the same time that they were learning about school social work. To this end, evaluative information kept project faculty informed of program strengths and weaknesses and encouraged revision of course content and internship plans as needed.

The academic courses emphasized planned change in institutions. Instructors prepared students to identify school situations which were, or might become, problem situations for children. Such perennial problems as desegregation, ability grouping, and antisocial behavior were viewed as a result of problem situations rather than problem children. Working with the school administrators, field supervisors, and social workers, the student interns applied problem-solving techniques learned in class to actual school situations. With administrative sanction, then, student interns were encouraged to contact teachers, pupils, psychologists, and parents in their efforts to alleviate problem areas. Over an experimental period of three years the SCP model was practiced by 52 interns in school systems in Illinois.

The results of the program evaluation indicate that by the end of the experimental period, faculty, school district administrators, field instructors, and student interns agreed that the SCP approach to school social work should be continued. Success can also be measured by the fact that administrators were requesting additional interns for their school districts and that SCP courses had been incorporated into the regular Jane Addams School curriculum. Although interns achieved varying degrees of success in making small systems changes, and school district personnel expressed varying degrees of satisfaction, the general reaction to the model (as expressed in evaluation questionnaire responses and interviews) was favorable.

A project overview, detailed evaluation report with data, and appropriate appendices are included in this three-year summary report.

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ABSTRACT

Midwest Center Final Program Report

Telling the full story of a complex, three-year project such as this presented the Midwest Center staff with the awesome task of telling actually six stories—our own plus those of the five satellites. We chose instead to use our vantage point of overall project coordinators to concentrate on the major issues that we discovered as being relevant to, and emerging from, our involvement with all the satellites. In choosing the issue-centered approach, we can offer our readers what we hope is a broader perspective of the overall project than any of the individual satellites were in a position to do.

As these issues unfolded, we tried to cite enough events from center-satellite activities to recount not only the achievements but also the internal dynamics of the project. Throughout, we continued to ask these questions: To what extent were our expectations realistic, our strategies appropriate, our accomplishments adequate, and our final outcomes worthy? Similarly, we focused on those objectives which we believe to be most basic to the Center's responsibilities. Our major roles included those of consortium supporter, inquiry facilitator, and funding agency. Our primary objective was to help each satellite develop and test a prospective new degree program, or specialization, in Pupil Personnel Services which could be adopted at its university as a training program for the EPDA's "new professional." To the extent, then, that a new program results in change, it necessarily involves large numbers of people and institutions in rather complex interactions. For example, each satellite was to work within local inner-city schools, using these as sites for preservice training of university students as well as for in-service training of the existing school staff, In addition, the university satellite staff and the local school were to establish a working relationship, through an advisory committee, with parents in the school community and with the state departments of public instruction.

The Midwest Center, as the coordinating agency for a change effort, had to first construct a framework for planned change in order to assist the satellites in their own planning and evaluation. The first of three papers, which comprise the bulk of this report, appropriately discusses "A Conceptual Framework for Planned Change." DeWayne Kurpius, a Center co-director, maintains that the reference point from which a change effort must emanate is the "desire to improve the quality of life for all." However, change patterns based mainly on past traditions tend to lack the active, conscious efforts of people to creatively direct their future. Thus, the necessity of a fresh planning approach—defining, agreeing upon, systematically implementing, and adequately evaluating the stages through which change can be accomplished, became apparent. The author traces the early stages of the Center's relationship with the satellites, explaining the bases for collaboration as well as the resistance often encountered, the patterns of mutual influence, and the continuous process of problem definition and problem solving. He then specifies the norms and membership behaviors which seem to allow change, as opposed to those which obstruct change. He demonstrates how the maintenance function of a bureaucracy, although not directly opposed to the concepts of change, can both consciously and unconsciously resist change needs. Conversely, bureaucracies *will* respond positively to change needs under special conditions, which the author describes.

The second paper, by Samuel Christie, the project evaluator, is called "Evaluation of a Consortium: Issues and Outcomes." Having been the external evaluator for all the satellites, Mr. Christie is able to draw on experience gained in all the settings. He maintains that a full understanding of the role assumed by the Center with respect to the satellites is primary to assessing the Center's successes and failures He cites the Center's major difficulty as that regarding its dual role—as helper on the one hand, and as critic on the other. The very nature of consortium implies cooperation and mutual benefit, yet the position of the Center as standard setter and fund dispenser

often challenged the traditional notion of an ideal working relationship. Christie traces chronologically the various activities of the Center in its attempt to obtain legitimacy from the satellites and some of the confusion which resulted from the incompatibility of the Center's various roles. He candidly reports the relative successes and failures of the consortium from his viewpoint as project evaluator. Much of his commentary provides useful advice to other educators who might embark upon a similar venture.

The final paper by Robert Wolf reflects the perspective of a new role in project evaluation, that of "evaluation counselor." Wolf, who was evaluation counselor to three satellites, reports on the counseling mode of "responsive interaction," whereby he encouraged satellites to capture the essence of their experiences throughout their evaluations. His primary interests in comprehensive evaluation are those of "keeping the many sides of truth alive" and legitimizing personal testimony.

Wolf describes the counseling steps, implied in his role, along chronological lines and reports the conflicts and frustrations along the way. He responds to the satellite final reports from his own perspective and estimates his personal impact on them.

He then projects some alternative evaluation procedures based on key issues he has raised. These insights may serve to clarify the role of those intervention programs whose aim it is to spur social and educational change. He considers, for example, the steps to be taken in order to move from "measurement" to "understanding," and the steps toward legitimizing human testimony as a means of evaluation.

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OTHER AVAILABLE PUBLICATIONS

The following monographs on pertinent program-related topics are also available upon request. Please write to the host satellite named next to the monograph title, using the addresses following satellite abstracts.

A Collaborative Approach to Competency-Based Counselor Education (Indiana Satellite)
by Thomas Froehle
Alexander Brown

Accepting Cooperation Between School Districts and Universities: A Case Study and Guidelines (Chicago Satellite)
by Emanuel Hurwitz
Edward Wynne
Ward Weldon
Thelma Y. Merchan

Social Services and the Public Schools (Urbana Satellite)
by Lela Costin
Ione D. Vargus

The Definition, Functions, and Preparation of the Psychoeducational Consultant (Midwest Center)
by DeWayne Kurpius

A joint research project—University of Illinois at Urbana and Chicago Circle:

An Evaluation of the Diagnostic and Skills Development Component of the Midwest Center/Satellite Project
R. Stewart Jones, Director
Richard P. Lipka
Richard Sorensen
Colin Power
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Edited by Indiana University Publications